Task Administration Manual

Minnesota Test of Academic Skills (MTAS)

Spring 2023

DEPARTMENT OF EDUCATION

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Contact Information

The District Assessment Coordinator is your district's main contact with MDE, Pearson, and any School Assessment Coordinators. The School Assessment Coordinator is typically the link between the District Assessment Coordinator and the Test Administrators. While the roles and responsibilities of the District and School Assessment Coordinators for MTAS may be filled by other people in each district, they will be referred to as District and School Assessment Coordinators in this manual.

Be sure to contact your District or School Assessment Coordinator if you have any questions about policies and procedures for testing.

As needed or as directed by your District or School Assessment Coordinator, contact MDE or Pearson for the following:

- MDE: Contact MDE for questions on determining eligibility for the MTAS, training requirements, or test administration policies and procedures.
    - Email: mde.testing@state.mn.us
- Pearson: Contact the Pearson helpdesk for questions on test materials receipt and return and data entry.
    - Phone: 888-817-8659
    - Submit a Pearson helpdesk request on PearsonAccess Next (http://minnesota.pearsonaccessnext.com) under Support > Contact Us.
    - Hours: Monday – Friday, 6:00 a.m. – 7:30 p.m.

Overview

The Every Student Succeeds Act (ESSA) and Minnesota Statutes, section 120B.30, require that public school students be assessed annually in reading, mathematics, and science. The MTAS, Minnesota's alternate assessment based on extended standards of the Minnesota Academic Standards, is used to meet these requirements for eligible students. Eligibility for the MTAS is determined annually by the Individual Education Program (IEP) team using the *Eligibility Requirements for the MTAS*, which are available on the Minnesota Tests page of the MDE website (MDE > Districts, Schools and Educators > Teaching and Learning > Statewide Testing > Minnesota Tests).

The MTAS assesses student performance on the Minnesota Academic Standards in reading, mathematics, and science.

- Reading is assessed in grades 3–8 and 10.
- Mathematics is assessed in grades 3–8 and 11.
- Science is assessed in grades 5, 8, and once in high school. The high school Science MTAS is administered in the year the student receives life science instruction. While some students with significant cognitive disabilities may not be enrolled in a course called life science or biology, all students should have access to the general education curriculum, which includes life science instruction. The IEP team determines the most appropriate year for a high school student to take the high school Science MTAS.

Preparation for New Assessment: Alternate MCA

With the transition to new academic standards, MDE is developing the Alternate MCA, a redesigned alternate assessment that will replace the MTAS. The timeline for the first administration of the Science Alternate MCA is school year 2024–25, Reading Alternate MCA is school year 2025–26, and Mathematics Alternate MCA is still to be determined based on the standards revision schedule. In preparation for the new assessments, tasks will be field tested in both science and reading. **New for 2022–23**: The field testing for reading is new for this year.

Details on differences in administration as a result of these assessment changes will be called out throughout the manual in sections labeled "MTAS Tasks 10–15". See examples of these task formats in Appendix C and Appendix D. Full examples of these task formats and test materials are also available on PearsonAccess Next (http://minnesota.pearsonaccessnext.com) under Preparing for Testing > Item Samplers > View MTAS Item Samplers.

Number of Tasks

In preparation for the new assessment, the number and type of Reading MTAS tasks will change from last year to allow for new Alternate MCA tasks to be field tested; field testing for science continues with the same number of tasks as last year. Note: While the newly redesigned tasks in the Reading and Science MTAS do not count towards a student's score, it is required that all students are administered every task. It is critical that Test Administrators are familiar with how to administer field test tasks and record student responses; field testing is the process MDE uses to develop and construct tests for future years. As with all tasks, field test tasks are considered secure content, and the same test security procedures apply to them.

For 2022–23, the following table outlines the number of tasks by subject. The total number of tasks presented will vary by grade. For example, a student in grade 5 taking the Reading, Mathematics, and Science MTAS will be administered 39 total tasks. A student in grade 11, who takes only the Mathematics MTAS, will be administered 9 total tasks.

Number of MTAS Tasks by Grade and Subject

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Reading*	15	15	15	15	15	15		15		
Mathematics	9	9	9	9	9	9			9	
Science*			15			15	15**			

*For administration of the Science and Reading MTAS, test administrators will need to be familiar and aware of changes for tasks 10–15 in the formatting of test materials, administration practices, and scoring. More detail on these differences will be called out throughout the manual in sections labeled "MTAS Tasks 10–15". See examples of these task formats in Appendix C and Appendix D. Full examples of these task formats and test materials are also available on PearsonAccess Next (http://minnesota.pearsonaccessnext.com) under Preparing for Testing > Item Samplers > View MTAS Item Samplers.

**The high school science assessment can be administered in any of the grades 9–12, depending on when students receive instruction in the life science standards. Note: Students who were unable to take the High School Science MTAS in 2019–20 or 2020–21 due to COVID-19 or other extenuating circumstances will not take the assessment in 2022–23 (or any other year), unless they are receiving their life science instruction again.

Important Dates

Below are important dates for MTAS test preparation, administration, and data entry.

Date	Event
Feb. 21–23 or Feb. 28–Mar. 2	MTAS test materials (MTAS Task Administration Manuals, Passages and/or Phenomena Book, Presentation Pages, and Response Option Cards) are delivered to districts or schools during the date range selected by the district.
Feb. 21–May 2 (noon)	Additional orders window for districts to order any additional MTAS test materials needed.
Feb. 27–May 5	Data entry window for districts to enter Learner Characteristics Inventory (LCI) data in PearsonAccess Next for students who will take the MTAS.
March 6	Testing window opens for Mathematics, Reading, and Science MTAS. Student MTAS scores can be entered in PearsonAccess Next.
May 5	Testing window closes. All Reading, Mathematics, and Science MTAS administrations must be complete. All LCI data and MTAS score data must be entered in PearsonAccess Next. Note: The Science MTAS window ends with the Reading and Mathematics MTAS testing window, not the Science MCA window.

Training

As a Test Administrator, you must annually complete the applicable *MTAS Test Administrator* training course prior to administering the MTAS. The courses are accessed through the Training Management System (TMS) on PearsonAccess Next (http://minnesota.pearsonaccessnext.com) under Resources & Training > Training.

- If this is your first or second year administering the MTAS, you must complete the *MTAS New Test Administrator – 1–2 years* course, which contains three trainings: *Test Security Training*, *MTAS Administration Overview*, and *MTAS Administration and Scoring Practice*.
- If this is your third year or beyond administering the MTAS, you must complete the *MTAS Experienced Test Administrator – 3 or more years* course, which contains two trainings: *Test Security Training* and *MTAS Administration and Scoring Practice*.

The District or School Assessment Coordinator will provide information on any other trainings or resources required by the district, including information on district policies and procedures for testing.

Learner Characteristics Inventory (LCI)

Each student who is administered the MTAS must also have a Learner Characteristics Inventory (LCI) completed for them. The purpose of the LCI is to better understand the learning characteristics of students participating in alternate assessments based on extended standards to ensure that:

- The test is designed appropriately for students with the most significant cognitive disabilities.
- The intended population is participating in the test.

The LCI is estimated to take 10 minutes per student to complete. The LCI form is available in Appendix A of this manual and is posted on PearsonAccess Next (http://minnesota.pearsonaccessnext.com) under Resources & Training > User Guides.

LCI data must be entered and submitted in PearsonAccess Next once for each student before any MTAS score data can be entered for the student. LCI information can be entered up to one week before the testing window opens and at any time during the testing window. Refer to the Data Collection section of this manual for more information.

MTAS Test Materials

This section outlines the test materials that are used to administer the MTAS. If you have any questions or need additional materials, contact your District Assessment Coordinator.

Task Administration Manual

This Task Administration Manual exists in two versions: online and in print. Districts and schools receive printed grade-level Task Administration Manuals. These printed manuals differ from the online version that is posted on PearsonAccess Next:

- While the printed Task Administration Manuals include test administration guidelines in the first part of the manual like the online version, the printed manuals have an additional section that contains all of the secure task scripts and reading passages.
- **New for 2022–23**: The Learner Characteristics Inventory (LCI) and Data Collection Forms are now perforated in the printed version to allow for easy removal. Since these forms contain private student data, they must be kept in a secure location. If used to record data, ensure these forms are removed before returning the Task Administration Manual with other secure materials. Refer to *Data Entry in PearsonAccess Next* for more information on keeping these forms on file following test administration.
- The optional object lists for mathematics and science are also included in the printed Task Administration Manuals sent to districts and schools. **New for 2022–23**: The object lists now appear at the beginning of each subject's section.

- The printed grade-level Task Administration Manuals must not be copied or duplicated because they contain secure materials to be used by the Test Administrator only.

During test administration, you use the Task Administration Manual. The task scripts indicate precisely what you will say and present to the student and how to accurately score or record the student's response. The task scripts standardize the administration procedures to ensure the MTAS consistently measures what students know and can do. An example of a task script is available at the end of this section.

The MTAS rubric is embedded in each applicable task script so the score is clearly identified based on the student response and where you are in the script. A stand-alone version is shown here for reference.

3	2	1	0
Correct Response	**Correct Response with Additional Support**	**Incorrect Response**	**No Attempt or Unrelated to Task**
The student responds correctly without assistance.	The student responds correctly to the task after the Test Administrator provides additional support as indicated in the task script.	The student responds incorrectly to the task after the Test Administrator has provided additional support as indicated in the task script.	The student does not respond to the task or the student's response is unrelated to the task.

If administering reading or science: An example of how to record student responses for tasks 10–15 is shown here. Note that you will not be giving a score point (0-3) for these tasks but instead will record the student's response as A, B, C, or No response (NR).

Recording Student Responses
Record the student's response as A, B, C, or NR (No response). Move to the next item within the same task.

Presentation Pages and Passages and/or Phenomena Book

The Presentation Pages are in a spiral-bound book by grade and contain the tasks that are presented to the student. For reading, the Presentation Pages also contain the reading passages for tasks 1–9 in a picture book format and for tasks 10–15 they contain the student response options for each item. In science tasks 10–15, the Presentation Pages also include the student response options for each item.

New for 2022-23: The separate Passages and/or Phenomena Book is also a spiral-bound book by grade and contains the reading passages and science phenomena for tasks 10–15. This new material is used in conjunction

with the Presentation Pages so the student can view both the reading passage or science phenomenon and associated item together.

Designed to provide a logical workflow during the administration, the Presentation Pages and Passages and/or Phenomena Book are shown to the student as you use the task script in the Task Administration Manual. To identify which Presentation Pages and reading passages or science phenomena accompany which tasks, each page has a task-specific code that incorporates the subject, grade, task number, and number of pages, if applicable. This coding appears on both the task script and on the presentation page and reading passage or science phenomenon.

- In mathematics, when new graphic supports are needed to administer the task for a score of 2, additional presentation pages are indicated in the script.
- In reading and science tasks 1–9, additional information that you can provide to the student for a score of 2 is included in the script; there is only one presentation page for tasks 1–9.

MTAS Tasks 10–15

- **Reading:**
    - Passages are located in the separate Passages and/or Phenomena Book. Each passage is associated with three tasks, or nine items per passage.
    - Each task is comprised of three separate items associated with the same passage. The items are located in the Presentation Pages.
    - Both the passages book with the reading passage and the presentation pages with the items and student response options should be visible to the student.
    - The Test Administrator may reread the item and response options to the student if needed until the student has chosen a response option. If choosing to reread the item, the Test Administrator should follow the same administration instructions as the first time.
- **Science:**
    - Phenomena are located in the separate Passages and/or Phenomena Book. Each phenomenon is associated with one task, or three items per phenomenon.
    - Each task is comprised of three separate items associated with the same phenomenon. The items are located in the Presentation Pages.
    - Both the phenomena book with the science phenomenon and the presentation pages with the items and student response options should be visible to the student.
    - The Test Administrator may reread the item and response options to the student if needed until the student has chosen a response option. If choosing to reread the item, the Test Administrator should follow the same administration instructions as the first time.

Even though the Presentation Pages and Passages and/or Phenomena Book contain secure material, reproductions are allowed for testing purposes, which may include adapting materials to individual student needs (for example, enlarging materials or incorporating texture).

Response Option Cards

The Response Option Cards are printed on perforated cardstock that are torn apart and used to present the answer options to students. The three answer options for each task will come on a single perforated sheet of cardstock for all tasks.

Even though the Response Option Cards contain secure material, reproductions are allowed for testing purposes, which may include adapting materials to individual student needs (for example, enlarging materials or incorporating texture).

MTAS Tasks 10–15

In reading and science tasks 10–15, students will not respond using Response Option Cards. They will respond to answer options on the item presentation page. Note that the student response options on the item presentation page will not be perforated. Test Administrators may choose to photocopy and separate response options if needed for an individual student.

Objects and Manipulatives

The use of manipulatives is allowable on nearly all MTAS tasks, but are used most often for mathematics and science. Efforts have been made to develop mathematics and science tasks around easy-to-find objects, such as rulers, markers, and pennies. MDE does not provide objects, but optional mathematics and science object lists are available. **New for 2022–23:** The object lists are now located at the beginning of each math and science section of the printed Task Administration Manuals that are shipped to districts and schools. Note**:** The grade 10 Task Administration Manual will not have an object list because that Task Administration Manual contains reading only.

Manipulatives are **not** allowed on a small number of mathematics tasks. In these cases, the task script clearly specifies that manipulatives are prohibited.

MTAS Tasks 10–15

In science tasks 10–15, the object lists are formatted differently than in tasks 1–9 with examples and suggestions instead of item specific object lists.

Accommodations and Linguistic Supports

You are not required to document for MDE which accommodations or linguistic supports are provided on the MTAS. Accommodating student needs is integral to the MTAS, and you may provide needed supports similar to those provided during instruction (for example, objects, tactile graphics, counters, any type of calculator, braille, and signed interpretation) as long as the type of support is not specifically prohibited in the task script.

The following are guidelines for some supports that may be provided for the MTAS.

- For signed interpretation, if you determine that a sign or signs will give clues to the answers to items, you must finger spell those words. You may refer to the *ASL Guidelines* section of the *Guidelines for Administration of Accommodations* (PearsonAccess Next > Resources & Training > Policies and Procedures) for guidance, as needed. If the interpreter is not the Test Administrator:
    - Ensure the interpreter is provided access to the MTAS test materials up to 5 business days prior to test administration for review. Materials must be kept secure when not being used to prepare for the administration.
    - The interpreter is required to complete the *Test Security Training*; the other modules in the *MTAS New Test Administrator – 1–2 years* course are also recommended so the interpreter is familiar with how the test is administered.
- For linguistic supports for students who are also English learners, you may give directions in a student's primary language. Full translations of the tasks themselves are not allowed; however, you may give directions in a student's primary language, and students may use a word-to-word translation application or dictionary to translate individual terms in mathematics and science tasks.
    - Directions in primary language: You may use the student's primary language to focus attention and give direction for how to interact with the task. The bold text in the Task Administration Manual scripts and text on Presentation Pages and Response Option Cards may not be translated except as described below for word-to-word translations.
    - Word-to-word translation: Mathematics and science terms in the task (bold text in the Task Administration Manual and/or information on the Presentation Page) or response options may be entered into a translation program, as requested by the student. The student may enter the term or may request you to enter it. Note that only individual terms may be entered, not the entire test item. **New for 2022–23:** The use of a device to translate test content must be documented on the *Test Administration Report* (TAR) (and/or communicated to your District or School Assessment Coordinator for documentation on the TAR).

Example Task Script

An example of a task script for MTAS tasks 1–9 appears on page 13. The example provides an explanation of each of the components of the script you will use in the administration of the MTAS.

MTAS Tasks 10–15

Examples of the task scripts, a science phenomenon, reading passage, and presentation pages for tasks 10–15 are provided on pages 14–15. Administration instructions are simplified, and representations of the science phenomenon, reading passage, and items are included for reference within the task script.

MTAS Tasks

Minnesota Test of Academic Skills
Grade 7 Mathematics
Sample Task 1

Administration Notes
These notes at the top of the task provide instructions on using objects and about repeating the task for a score of 3. On reading tasks, the notes here also refer to reading passages.

Title
The title identifies the grade, subject, and task number.

Score
This column identifies the score students receive based on their performance at each level of Test Administrator instructions. The scores relate to the levels of the scoring rubric.

Underline
Underline indicates an action a Test Administrator must complete.

Bold
Bold indicates the exact wording a Test Administrator will use to present the task and answer options.

Correct Student Response
The student receives a score of 3 or 2 (depending on the level of support) if he or she provides the answer indicated here.

Additional Administration Notes
These notes provide instructions about administering the task for a score of 2.

Intentionality Instructions
The shaded gray areas describe how Test Administrators should reorder the answer options and readminister the task if they believe that a student's response was unintentional. Scoring instructions for this process are also included.

Italics
Italics indicate an instruction for Test Administrators.

Incorrect Student Response
Students receive a score of 1 for an incorrect response. Students receive a score of 0 if they do not respond or provide a response unrelated to the task.

Test Administrator Instructions	Score	Student Responses
Administration notes: ▪ *You may use objects when presenting questions and answer options. However, some tasks limit how objects can be used; any limitations will be specified on the task.* ▪ *Repeat the question exactly as it appears at score 3 as many times as needed until the student responds or until it is clear that the student will not respond.*		
Present: M7_Sample 1.1 Say: **Kari makes $8.00 per hour at her job. The letter h stands for the number of hours she works. Which expression shows how much money she makes in h hours?** Present the answer options in order. *Point to each option as you say it.* **A. $h+8$** **B. $h-8$** **C. $h\times8$**	**3**	$h\times8$ *If you believe the student's correct response was unintentional, reorder the answer options to B, C, A (instead of A, B, C). Repeat the question. If the student chooses the correct answer again, the task should be scored a 3. If the student chooses an incorrect answer, continue below.*
Additional administration notes: ▪ *If the student responds incorrectly or not at all, present the task with support as scripted.* ▪ *Once additional support is provided, the task may not be re-administered for a score of 3.*		
Present: M7_Sample 1.2 Say: **Kari makes $8.00 for every hour she works. The letter h stands for the number of hours she works. For 1 hour, she makes $8.00.** *Point to the top equation.* **For 2 hours, she makes $16.00.** *Point to the second equation.* **Which expression shows how much money she makes in h hours?** Re-present the answer options in order. *Point to each option as you say it.* **A. $h+8$** **B. $h-8$** **C. $h\times8$**	**2**	$h\times8$ *If you believe the student's correct response was unintentional, reorder the answer options to B, C, A (instead of A, B, C). Repeat the question. If the student chooses the correct answer again, the task should be scored a 2. If the student chooses an incorrect answer, the task should be scored a 1.*
	1	$h+8$ or $h-8$
	0	Unrelated or none

Alternate MCA Science Example Task Script

Title
The title identifies the grade, subject, and task number.

Task
For science tasks, each task is associated with a phenomenon and three items.

Administration Instructions
Simplified instructions above the phenomenon and items provide instructions on administering the science tasks.

Item
Each task is comprised of three separate items associated with the same phenomenon.

Alternate MCA Sample Task
Grade 5 Science
Task 1

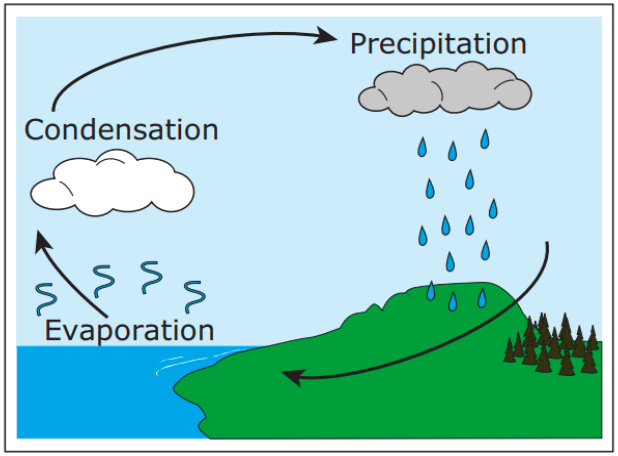
Test Administrator Instructions

*Present the phenomenon S5_1 located in the separate phenomenon book **once** before presenting the three associated items. Read the text aloud and point to each graphic as you read.*

Read the text and look at the pictures. Then, answer 3 questions.

A student saw clouds form over a lake. Later it rained on the land. The student made this picture of the water cycle.

Water Cycle



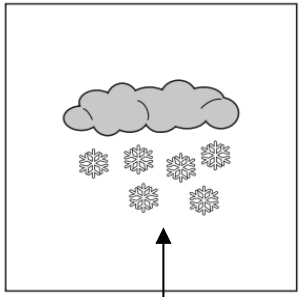
Alternate MCA Sample Task
Grade 5 Science
Item 1.1

Test Administrator Instructions

Present item S5_1.1 located in the Presentation Pages. Read the text aloud and point to each answer option as you read.

What picture shows rain?

A.



B.

Recording Student Responses

Record the student's response as A, B, or NR (No response). Move to the next item within the same task.

Phenomenon
Each task is associated with one phenomenon.

Response
Students respond to answer options on the item presentation page. There are no separate item response option cards.

Record
Record the student response on the Data Collection Form. Move to the next item within the same task.

Alternate MCA Reading Example Task Script

Title
The title identifies the grade, subject, and task number.

Task
For reading tasks, each task is associated with a passage and three items.

Administration Instructions
Simplified instructions above the passage and items provide instructions on administering the reading tasks.

Item
Each task is comprised of three separate items associated with the same passage.

Alternate MCA Sample Task
Grade 3 Reading
Task 1

Test Administrator Instructions

*Present the passage R3_1 located in the separate passage book **once** before presenting the three associated items. Read the text aloud and point to each graphic as you read.*

Read the text and look at the pictures. Then, answer 3 questions.

Cookie Time

1 I walk into the kitchen and see cookie sheets on the counter. Mom is holding a mixing bowl. My brother Mike is holding a bag of chocolate chips. Mom says that it is time to bake cookies. We all cheer. We all love to bake.

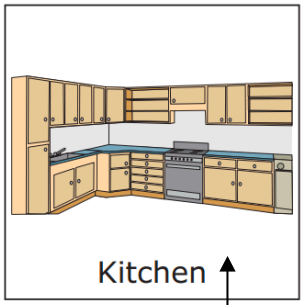
Alternate MCA Sample Task
Grade 3 Reading
Item 1.1

Test Administrator Instructions

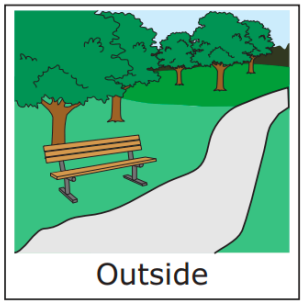
Present item R3_1.1 located in the Presentation Pages. Read the text aloud and point to each answer option as you read.

Where does this story take place?

A.



B.



Recording Student Responses

Record the student's response as A, B, or NR (No response). Move to the next item within the same task.

Passage
Each task is associated with one passage.

Response
Students respond to answer options on the item presentation page. There are no separate item response option cards.

Record
Record the student response on the Data Collection Form. Move to the next item within the same task.

Preparing for the MTAS

To allow sufficient time to prepare for test administration, District and School Assessment Coordinators should distribute MTAS test materials to you upon delivery. Ensure that you have a secure, locked location available to store all secure test materials when they are not being used to prepare for or administer the assessment, or follow your district's procedures to return these materials to the designated contact at the school. Do not leave secure test materials unattended before, during, or after testing. However, objects and manipulatives gathered for administration may remain in the classroom for daily use.

To help with preparation prior to administering the MTAS, verify that each of the following has been completed.

- Verify that the student's IEP indicates that the student will take the MTAS.
- Complete the applicable *MTAS Test Administrators* training course.
- Complete any additional trainings or resources that your district may require.
- Schedule times to administer tasks one-on-one.
- Ensure that students are familiar with the test materials and administration of the MTAS using the item samplers. MTAS item samplers are available for each grade and subject on PearsonAccess Next, including an example of the new reading and science task formats. (http://minnesota.pearsonaccessnext.com) under Preparing for Testing > Item Samplers.
- Once test materials are delivered, review and prepare all MTAS materials that may be used in administration including:
    - Reviewing all scripted tasks and passages in the Task Administration Manual, Presentation Pages, Passages and/or Phenomena Book, and Response Option Cards.
    - Making adaptations (for example, enlarging materials or incorporating texture) to Presentation Pages and Response Option Cards for individual student needs.
    - Determining any objects or manipulatives that may be needed for the presentation of the task to the student. **New for 2022–23:** The object lists are now located at the beginning of each math and science section of the printed Task Administration Manuals that are shipped to districts and schools.
- Complete the LCI once for each student and follow your district's process for entering the LCI in PearsonAccess Next or providing the LCI form to the designated staff for data entry. **New for 2022–23:** The LCI form is now perforated in the printed Task Administration Manuals for ease of use during administration. Since this form contains private student data, it must be kept in a secure location. Refer to *Data Entry in PearsonAccess Next* for more information on keeping this form on file following administration.
- Determine which room(s) will be used for testing. The test may be administered in a classroom or other room where instruction is typically provided. However, no other students may be present in the room while the test is being administered.

- Cover or remove all academic or instructional posters and graphics, including strategy techniques or methods, in the classroom or on desks or tables during test administration.
    - This also includes academic or instructional information not related to the subject being tested (for example, science information must be covered even if reading is being tested).
    - This step can be taken shortly before test administration.

Administering the MTAS

You are responsible for administering **all** MTAS tasks to each student. The tasks can be administered at any time during the MTAS testing window and the administration may be spread over multiple days. Refer to the *Important Dates* section of this manual for the MTAS testing window.

Overview of the Administration

Reading Passages

For reading, present the reading passage. Passages for tasks 1–9 are included in the Presentation Pages before each set of tasks. **New for 2022–23:** Passages for tasks 10–15 are included in the separate Passages and/or Phenomena Book. Students can access passages by reading them independently, reading them along with you, or listening while you read the passage aloud to them. You will need to document how students accessed each passage as this information must be entered online along with the student scores for each task:

- Test Administrator read passage aloud to student
- Student read passage along with Test Administrator
- Student read passage independently

Use your best judgment when noting "Access Mode" on the reading section of the Data Collection Form. The decision of how to describe the level of support provided to the student for reading passages is based on your experience with the student and knowledge of their access to similar reading passages during instruction. For example, "Student read independently" may be applied differently from district to district and student to student. You should make a decision based on what "Student read independently" looks like in daily instruction for a student and compare that to the experience during testing. Students may access the passage through a combination of methods, but you should indicate the most prevalent option. The chosen description of support does not affect the student's score and the intention is to provide context and information to the parent on their Individual Student Report.

MTAS Tasks 1–9

All tasks must be administered and are designed to be administered in order.

Present the task for 3 points, reading the bold text in the Task Administration Manual and following the instructions to present the Presentation Pages and Response Option Cards to the student. Repetition and

refocusing are allowed prior to a student response. If the student answers correctly, indicate a score of 3 and move on to the next task.

If the student does not answer or answers incorrectly, present the task for 2 points, providing additional support as scripted in the Task Administration Manual and presenting the Presentation Pages and Response Option Cards. Once the additional support has been provided, the highest score the student can receive for a correct response on the task is 2.

- If the student answers correctly, indicate a score of 2 and move on to the next task.
- If the student provides an incorrect answer related to the task, indicate a score of 1 and move on to the next task. To receive a score of 1, the student response must be clearly connected to the specific task.

If the student does not respond, attempt to refocus the student's attention, re-present the item and/or stimulus, and give the student sufficient time to respond before recording a score of 0. Examples of unrelated or non-responses that would also be scored 0 include echolalia (for example, "ba-ba-ba-ba" or repeating the question back to the Test Administrator), random grabbing of an answer option, saying something that is unrelated to the task (for example, "I want juice."), or a non-communicative gesture.

Note: If a student's response is ambiguous or appears unintentional (for example, the student knocks a Response Option Card to the floor and it is unclear whether this is an indication of an answer choice or an involuntary gesture), follow the script in the shaded box in the right column of the task script and reorder the Response Option Cards in B, C, A order. **Reordering the answer options should be a very rare occurrence**.

MTAS Tasks 10–15

In reading and science tasks 10–15, each task is comprised of 3 items that are associated with one passage or phenomenon. Present the task's passage or phenomenon and each item, which includes the response options, to the student. The passage, phenomenon, and items may be represented to the student if the student has not given a response. Repetition and refocusing are allowed prior to a student response, but once the student responds, the Test Administrator records the response of A, B, C, or NR (No Response) and moves on to the next item in the task. Unlike tasks 1–9, items in tasks 10–15 are not presented again if an incorrect response is given.

If the student does not respond or if the student's response is ambiguous or appears unintentional (for example, the student knocks the question to the floor), attempt to refocus the student's attention, re-present the item and/or passage/phenomenon, and give the student sufficient time to respond before recording NR (No Response). Examples of unrelated or non-responses that would also be recorded this way include echolalia (for example, "ba-ba-ba-ba" or repeating the question back to the Test Administrator), random grabbing of an answer option, saying something that is unrelated to the task (for example, "I want juice."), or a non-communicative gesture.

Because of the change in format of the materials for tasks 10–15, the Test Administrator may decide for an individual student if it is appropriate to take a short break before administering these tasks to ensure a smooth transition to the new task format. However, these tasks are still required to be administered.

Allowed Administration Activities

Administration activities that **are** allowed include (but are not limited to):

- Using item samplers to familiarize the student with the format of the MTAS prior to administration.
- Adapting student-facing materials to meet student needs, which includes enlarging materials or incorporating texture.
- For reading and science tasks 10–15: Photocopying and separating response options found in the Presentation Pages if needed for an individual student.
- Using objects or manipulatives, unless prohibited in the task script.
- Reading passages aloud to the student.
- Using assistive technology devices, including calculators.
- Refocusing and repeating as needed.
- Interrupting test administration to continue at a later date if needed. However, a task for which a student has already supplied a response cannot be re-administered, so try to finish a task before ending a session.

Prohibited Administration Activities

Administration activities that are **not** allowed include (but are not limited to):

- Changing the content of the tasks or varying from the script. While objects, manipulatives, and other presentation materials can be adapted, the script and instructions must be followed exactly as written to ensure standardization.
- Starting a task with a score 2 script.
- Not administering a task with a score 2 script if a student answers incorrectly or gives no response when presented the task with a score 3 script.
- Re-administering a task for a score of 3 after presenting a score 2 script.
- Leading a student to the correct answer by voice inflection, placement of Response Option Cards, providing explanations or incentives, etc.
- Providing feedback to a student that a response is correct or incorrect.
- Using objects/manipulatives or naming answer options when doing so is prohibited in the script.
- Re-administering a task or reordering the Response Option Cards because it appears the student is guessing. Students are allowed to guess on the MTAS, just as students may guess on the MCA.
    - If the student has responded incorrectly after the score 3 script has been presented, **do not reorder** the Response Option Cards. You must move to the script for score point 2.

    - If you have provided the score 2 script and the student responds incorrectly, **do not reorder** the Response Option Cards. The student should receive a score of 1.
    - Uncertainty about the meaning of a student's gesture, gaze, utterance, or other action is the only situation where you should reorder the Response Option Cards and re-administer the task at the same score point.
- Accepting a response as correct when the student's intent is in doubt.
- Intentionally skipping tasks or portions of the test. All tasks must be administered and are designed to be administered in order.

MTAS Tasks 10–15

In reading and science tasks 10–15, administration activities that are not allowed include (but are not limited to):

- Changing the content of the tasks or items or varying from the Test Administrator script. While objects, manipulatives, and other presentation materials can be adapted, the script and instructions must be followed exactly as written to ensure standardization.
- Leading a student to the correct answer by voice inflection, placement of student answer options, providing explanations or incentives, etc.
- Providing feedback to a student that a response is correct or incorrect.
- Recording a response when the student's intent is in doubt.
- Intentionally skipping tasks or portions of the test. All tasks must be administered and are designed to be administered in order.

Reporting Misadministrations and Test Security Violations

If a misadministration (a non-standard situation) or security violation occurs during testing, contact your District or School Assessment Coordinator as soon as possible for next steps. Similarly, if you observe or become aware of actions that violate test security, follow the district procedure for notifying the District or School Assessment Coordinator as soon as possible.

Specifically for test security, while you are encouraged to raise your concerns first within the district, you can report suspected incidents of cheating or other improper or unethical behavior on statewide assessments to MDE using an online test security "tip line." The tip line is available on the MDE website (https://education.mn.gov) under Districts, Schools and Educators > Teaching and Learning > Statewide Testing.

Documenting Student Scores and Reading Passage Access Mode

During test administration, it is recommended that student scores or responses be documented on the MTAS Data Collection Form. For each reading passage you must also indicate how the student accessed the reading passage. This Data Collection Form is available in Appendix B of this manual and is posted on PearsonAccess Next (http://minnesota.pearsonaccessnext.com) under Resources & Training > User Guides. **New for 2022–23:** The Data Collection Form is now perforated in the printed Task Administration Manuals for ease of use during administration. Since this form contains private student data, it must be kept in a secure location. Refer to *Data Entry in PearsonAccess Next* for more information on keeping this form on file following administration.

Responsibilities After Administration

Collecting and Returning Materials

Once administration is complete, all Task Administration Manuals, Passages and/or Phenomena Books, and Presentation Pages must be returned to the District or School Assessment Coordinator. All Task Administration Manuals, Passages and/or Phenomena Books, and Presentation Pages are secure materials and therefore must be shipped back to Pearson after testing.

The Response Option Cards do not need to be returned to Pearson; however, the Response Option Cards and any adaptations that were made (for example, enlarged materials or materials with texture incorporated) must be securely disposed of following test administration. Return these materials to your District or School Assessment Coordinator. Your district may make arrangements for collecting and destroying these centrally.

Any objects or manipulatives that were collected and used during administration can be returned to the classroom unless your district has made other arrangements for their collection and storage.

Data Entry in PearsonAccess Next

The District Assessment Coordinator is responsible for ensuring that all LCI information and MTAS scores and responses have been entered by the end of the testing window. The entry of student MTAS scores and responses in PearsonAccess Next is how the test is scored in order to report student results. Data Collection Forms cannot be submitted to Pearson for scanning and scoring. LCI information can be entered starting one week before the testing window opens and at any time during the testing window; MTAS scores and responses must be entered and submitted during the testing window.

Note: **The Science MTAS window ends with the Reading and Mathematics MTAS testing window, not the Science MCA window. All data for all subjects must be entered by the end of the testing window.**

Districts determine who will enter this information during the MTAS testing window, and you will follow the process determined by your district.

- In some districts, Test Administrators enter LCI information and MTAS scores in PearsonAccess Next.
- Other districts may choose to enter data centrally; in this situation, Test Administrators record scores and student responses on paper (using the LCI form and MTAS Data Collection Form) for someone else in the district to enter in PearsonAccess Next.

Step-by-step instructions for how to enter LCI and MTAS scores and responses are found in the *MTAS Data Entry User Guide* on PearsonAccess Next (http://minnesota.pearsonaccessnext.com) under Resources & Training > User Guides and the *Entering MTAS Data in PearsonAccess Next* module on the Training Management System (TMS).

LCI forms and MTAS Data Collection Forms, or similar forms created in your district, must be kept on file for one year following test administration and data entry, following your district's process. Talk with your District or School Assessment Coordinator about the procedure for keeping these forms on file. Since these forms contain private student data, they must be kept in a secure location. If used to record data, ensure these forms are removed before returning the Task Administration Manual with other secure materials.

Preliminary On-Demand Reports

On-Demand Reports are available in PearsonAccess Next within 60 minutes after scores and responses are submitted. Your District Assessment Coordinator must assign you to a reporting group in order to access these preliminary results for your students. Each district determines whether access to these preliminary reports will be provided. Contact your District or School Assessment Coordinator with questions.

Appendix A: Learner Characteristics Inventory (LCI)

Learner Characteristics Inventory (LCI) for Alternate Assessments on Alternate Achievement Standards

Kearns, J., Kleinert, H., Kleinert, J., & Towles-Reeves, E. (2006). Learner Characteristics Inventory. Lexington, KY: University of Kentucky, National Alternate Assessment Center.

- Use this form to collect student LCI data and assistive technology information for entry into PearsonAccess Next.
- Districts ***must*** enter LCI data online in PearsonAccess Next during the test window.
- This form must be kept on file in a secure location for one year following test administration.

Student Name (last, first, MI): _____ MARSS/SSID: _____

Date of Birth (mm/dd/yyyy): _____Grade: _____ Test Administrator: _____

District:_____ School: _____

Purpose: This inventory will be used to assist states in describing the population of students who take alternate assessments on alternate achievement standards. These students represent less than 1% of the total student population and come from a variety of disability categories but represent students with the "most significant cognitive disabilities."

1. Classroom Setting (check the best description)

- ☐ Special school
- ☐ Regular school, self-contained classroom for almost all activities
- ☐ Regular school, self-contained classroom except for homeroom, lunch, and "specials"
- ☐ Self-contained (children go to some general education academic classes but return to special education (61% or more of school day in special education classes))
- ☐ Resource room (e.g., children come for services and then go back to their general education classrooms (at least 40% of the school day in general education classes))
- ☐ Inclusive/Collaborative – students based in general education classes, special education services delivered in the general education classes (at least 80% of the school day in general education classes)

2. Augmentative Communication System (check the best description)

Does your student use an augmentative communication system in addition to or in place of oral speech?

- ☐ No
- ☐ Yes; uses only one symbol or sign at a time and is able to use only a few symbols in total to express simple or early intents (e.g., drink, eat, toilet, greeting, preferred activity, refusal).
- ☐ Yes; can combine two symbols together to express broader intents such as social content, answer simple questions, etc. (e.g., expresses greetings, peer names, social exchanges, personal interests).
- ☐ Yes; uses mostly iconic symbols (clear representations) or signs together in sequence to express functional intents, extensive social interactions, academic content, and to respond consistently to answer questions.
- ☐ Yes; uses multiple abstract symbols, signs, or print in sentences or phrases on the augmentative communication system to express a variety of academic, social, and self-initiated interactions.

3. **Speech Language as a Related Service (check the best description of the extent to which the student is receiving speech/language as a related service)**
   - ☐ Direct services for communication/language therapy (pull-out)
   - ☐ Direct services integrated into student's routine/classroom-collaboration
   - ☐ Consultation services only
   - ☐ Student does not currently receive speech language as a related service

4. **Expressive Communication (check one answer that best describes your student)**
   - ☐ Uses symbolic language to communicate: Student uses verbal or written words, signs, braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal.
   - ☐ Uses intentional communication, but not at a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions.
   - ☐ Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc., to communicate.

5. **Receptive Language (check the best description)**
   - ☐ Independently follows 1–2 step directions presented through words (e.g., words may be spoken, signed, printed, or any combination) and does NOT need additional cues.
   - ☐ Requires additional cues (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1–2 step directions.
   - ☐ Alerts to sensory input from another person (auditory, visual, touch, movement) BUT requires actual physical assistance to follow simple directions.
   - ☐ Uncertain response to sensory stimuli (e.g., sound/voice, sight/gesture, touch, movement, smell).

6. **Vision (check the best description)**
   - ☐ Vision within normal limits.
   - ☐ Corrected vision within normal limits.
   - ☐ Low vision; uses vision for some activities of daily living.
   - ☐ No functional use of vision for activities of daily living, or unable to determine functional use of vision.

7. **Hearing (check the best description)**
   - ☐ Hearing within normal limits.
   - ☐ Corrected hearing loss within normal limits.
   - ☐ Hearing loss aided, but still with a significant loss.
   - ☐ Profound loss, even with aids.
   - ☐ Unable to determine functional use of hearing.

8. **Motor (check the best description)**
   - ☐ No significant motor dysfunction that requires adaptations.
   - ☐ Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard).
   - ☐ Uses wheelchair, positioning equipment, and/or assistive devices for most activities.
   - ☐ Needs personal assistance for most/all motor activities.

9. **Engagement (check the best description)**
   - ☐ Initiates and sustains social interactions.
   - ☐ Responds with social interaction, but does not initiate or sustain social interactions.
   - ☐ Alerts to others.
   - ☐ Does not alert to others.

10. Health Issues/Attendance (check the best description)

- ☐ Attends at least 90% of school days.
- ☐ Attends approximately 75% of school days; absences primarily due to health issues.
- ☐ Attends approximately 50% or less of school days; absences primarily due to health issues.
- ☐ Receives Homebound Instruction due to health issues.
- ☐ Highly irregular attendance or homebound instruction due to issues other than health.

11. Reading (check the best description)

- ☐ Reads fluently with critical understanding in print or braille (e.g., to differentiate fact/opinion, point of view, emotional response, etc.).
- ☐ Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or braille.
- ☐ Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or braille.
- ☐ Aware of text/braille, follows directionality, makes letter distinctions, or tells a story from the pictures that are not linked to the text.
- ☐ No observable awareness of print or braille.

12. Mathematics (check the best description)

- ☐ Applies computational procedures to solve real-life or routine word problems from a variety of contexts.
- ☐ Does computational procedures with or without a calculator.
- ☐ Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items.
- ☐ Counts by rote to 5.
- ☐ No observable awareness or use of numbers.

Teacher Comments: Please share any additional information you would like for us to know about the learning characteristics of this student. Thank you for your time and honest answers.

Please check any assistive technology devices the student will use on the assessment. If the student will not use any assistive technology device(s), select the "No assistive technology devices used" checkbox.

- ☐ No assistive technology devices used
- ☐ Alternate computer input/access devices: keyboards including alternate keyboard layout, mouse, joystick, touch screen
- ☐ Portable electronic word processors, with or without voice output
- ☐ Alternate pointing system
- ☐ Augmentative communication devices, including a range of low and high tech, including talking switches and sign language
- ☐ Symbols of all types (e.g., objects, tactile, raised line drawings, photos, black/white & color, line drawings)
- ☐ Partner assisted scanning
- ☐ Calculator, all types
- ☐ Eye gaze board
- ☐ Colored overlays, visual screens or other visual supports
- ☐ Magnification devices/enlarged materials, including computer screen magnification
- ☐ Switches
- ☐ Braille
- ☐ Other

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Appendix B: Minnesota Test of Academic Skills (MTAS) Data Collection Form

Student Name (last, first, MI): _____ MARSS/SSID: _____
Date of Birth (mm/dd/yyyy): _____Grade: _____ Test Administrator: _____
District:_____ School: _____

- Use this form to collect student scores and responses during test administration.
- Administer all tasks for each applicable subject.
- Districts ***must*** enter MTAS data online in PearsonAccess Next during the test window; Pearson does ***not*** score any paper materials.
- This form must be kept on file in a secure location for one year following test administration.
- In preparation for the new Alternate MCA, tasks 10–15 of the Science MTAS and Reading MTAS are field test items. Although they do not count towards the student's score, these tasks are ***required*** to be administered to students.

MATHEMATICS SCORES

Task	Score (circle one)			
1	3	2	1	0
2	3	2	1	0
3	3	2	1	0
4	3	2	1	0
5	3	2	1	0
6	3	2	1	0
7	3	2	1	0
8	3	2	1	0
9	3	2	1	0

SCIENCE SCORES AND RESPONSES

Task	Score (circle one)			
1	3	2	1	0
2	3	2	1	0
3	3	2	1	0
4	3	2	1	0
5	3	2	1	0
6	3	2	1	0
7	3	2	1	0
8	3	2	1	0
9	3	2	1	0
Task	**Response (circle one)** *For tasks 10–15, select NR if student did not provide a response*			
10.1	A	B		NR
10.2	A	B	C	NR
10.3	A	B	C	NR
11.1	A	B		NR
11.2	A	B	C	NR
11.3	A	B	C	NR
12.1	A	B		NR
12.2	A	B	C	NR
12.3	A	B	C	NR
13.1	A	B		NR
13.2	A	B	C	NR
13.3	A	B	C	NR
14.1	A	B		NR
14.2	A	B	C	NR
14.3	A	B	C	NR
15.1	A	B		NR
15.2	A	B	C	NR
15.3	A	B	C	NR

READING SCORES AND RESPONSES

Passage Number	Access Mode (Circle One)	Task	Score (Circle One)			
Passage 1	○ Read passage aloud to student	**1**	3	2	1	0
	○ Student read along	**2**	3	2	1	0
	○ Student read independently	**3**	3	2	1	0
Passage 2	○ Read passage aloud to student	**4**	3	2	1	0
	○ Student read along	**5**	3	2	1	0
	○ Student read independently	**6**	3	2	1	0
Passage 3	○ Read passage aloud to student	**7**	3	2	1	0
	○ Student read along	**8**	3	2	1	0
	○ Student read independently	**9**	3	2	1	0

Passage Number	Access Mode (Circle One)	Task	Response (Circle One) *For tasks 10–15, select NR if student did not provide a response*			
Passage 4	○ Read passage aloud to student	**10.1**	A	B		NR
		10.2	A	B	C	NR
		10.3	A	B	C	NR
	○ Student read along	**11.1**	A	B		NR
		11.2	A	B	C	NR
		11.3	A	B	C	NR
	○ Student read independently	**12.1**	A	B		NR
		12.2	A	B	C	NR
		12.3	A	B	C	NR
Passage 5	○ Read passage aloud to student	**13.1**	A	B		NR
		13.2	A	B	C	NR
		13.3	A	B	C	NR
	○ Student read along	**14.1**	A	B		NR
		14.2	A	B	C	NR
		14.3	A	B	C	NR
	○ Student read independently	**15.1**	A	B		NR
		15.2	A	B	C	NR
		15.3	A	B	C	NR

Appendix C: Sample Science Tasks 10–15

Sample Task Administration Notes

Full examples of these task formats and test materials are available on PearsonAccess Next (http://minnesota.pearsonaccessnext.com) under Preparing for Testing > Item Samplers > View MTAS Item Samplers.

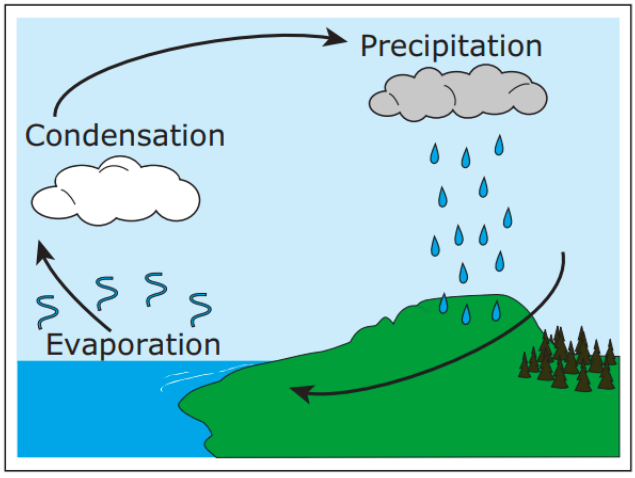
Alternate MCA Sample Task
Grade 5 Science
Task 1

Test Administrator Instructions
Present the phenomenon S5_1 located in the separate phenomenon book ***once*** *before presenting the three associated items. Read the text aloud and point to each graphic as you read.*

Read the text and look at the pictures. Then, answer 3 questions.

A student saw clouds form over a lake. Later it rained on the land. The student made this picture of the water cycle.

Water Cycle

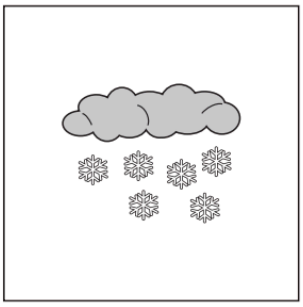


Alternate MCA Sample Task
Grade 5 Science
Item 1.1

Test Administrator Instructions
Present item S5_1.1 located in the Presentation Pages. Read the text aloud and point to each answer option as you read.

What picture shows rain?

A.



B.

Recording Student Responses
Record the student's response as A, B, or NR (No response). Move to the next item within the same task.

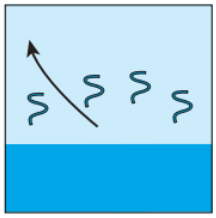
Alternate MCA Sample Task
Grade 5 Science
Item 1.2

Test Administrator Instructions
Present item S5_1.2 located in the Presentation Pages. Read the text aloud and point to each answer option as you read.

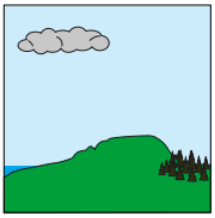
What picture shows evaporation in the water cycle?

A.

B.



C.



Recording Student Responses
Record the student's response as A, B, C, or NR (No response). Move to the next item within the same task.

Alternate MCA Sample Task
Grade 5 Science
Item 1.3

Test Administrator Instructions
Present item S5_1.3 located in the Presentation Pages. Read the text aloud and point to each answer option as you read.

Which question can be answered using the picture of the water cycle?

A. Will rain or snow fall tomorrow?

B. What are the different kinds of clouds?

C. Where does the water go when it evaporates?

Recording Student Responses
Record the student's response as A, B, C, or NR (No response). Move to the next task.

Appendix D: Sample Reading Tasks 10–15

Sample Task Administration Notes

Full examples of these task formats and test materials are available on PearsonAccess Next (http://minnesota.pearsonaccessnext.com) under Preparing for Testing > Item Samplers > View MTAS Item Samplers.

Alternate MCA Sample Task
Grade 3 Reading
Task 1

Test Administrator Instructions
Present the passage R3_1 located in the separate passage book ***once*** *before presenting the three associated items. Read the text aloud and point to each graphic as you read.*

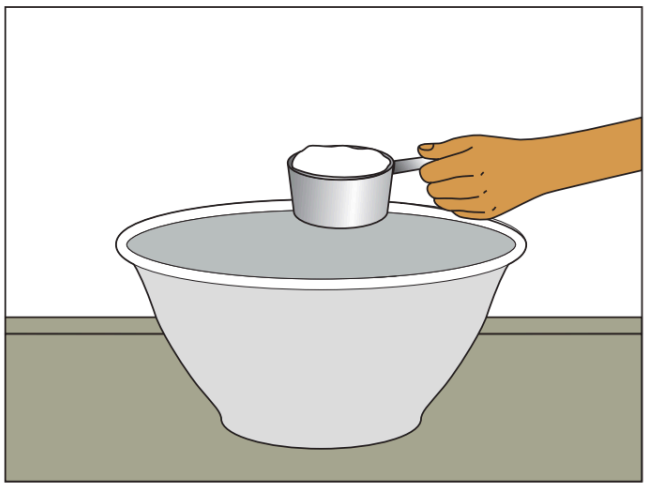
Read the text and look at the pictures. Then, answer 3 questions.

Cookie Time

1 I walk into the kitchen and see cookie sheets on the counter. Mom is holding a mixing bowl. My brother Mike is holding a bag of chocolate chips. Mom says that it is time to bake cookies. We all cheer. We all love to bake.

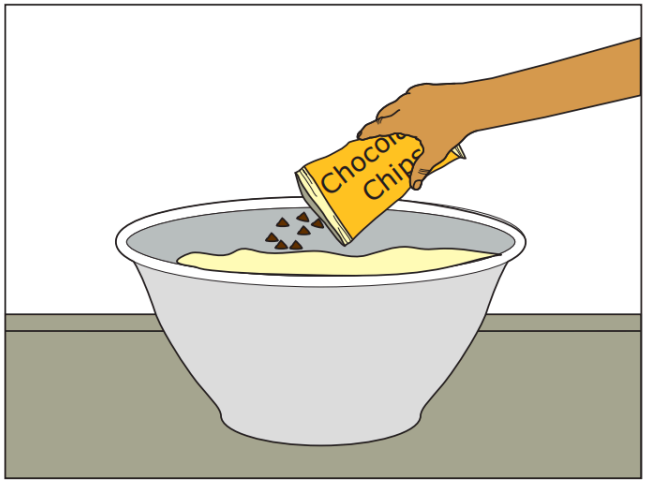
Alternate MCA Sample Task
Grade 3 Reading
Task 1

2 Mike puts butter, sugar, and vanilla in a bowl. Mom mixes it up. Then Mom mixes in the eggs. I read the recipe. I put the flour we need in a measuring cup. Then I measure salt in a teaspoon. The cookies will taste bad if we use too much salt.



Alternate MCA Sample Task
Grade 3 Reading
Task 1

3 I rip open the bag of chocolate chips. Of course, I have to taste a few. Mom and my brother do too. Then I dump the chips into the bowl. Mom mixes one last time. Yum! I can't wait.

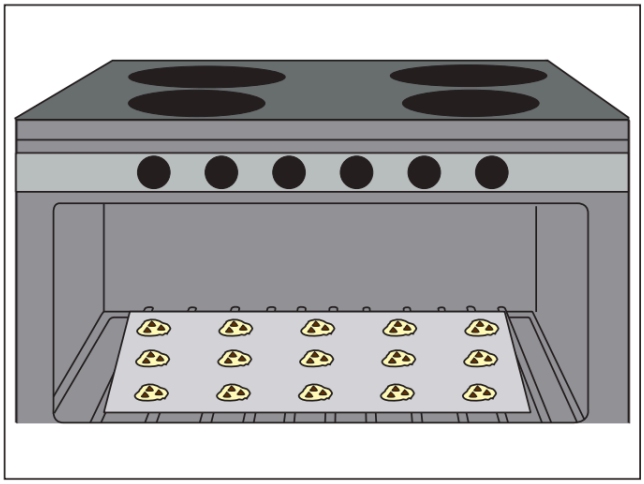


Alternate MCA Sample Task
Grade 3 Reading
Task 1

4 Mike and I scoop up cookie dough with spoons. We plop the dough onto the cookie sheets. Mom puts the cookies in the oven.

Alternate MCA Sample Task
Grade 3 Reading
Task 1

5 It seems like we have to wait forever. The smell of baking cookies fills the air. Finally, we hear the oven timer go off. Our tasty cookies are done. It's cookie time!

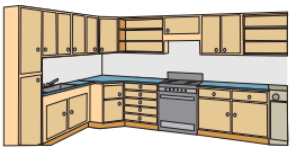


Alternate MCA Sample Task
Grade 3 Reading
Item 1.1

Test Administrator Instructions
Present item R3_1.1 located in the Presentation Pages. Read the text aloud and point to each answer option as you read.

Where does this story take place?

A.



Kitchen

B.

Outside

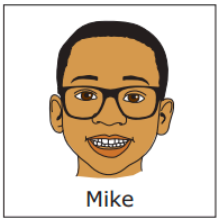
Recording Student Responses
Record the student's response as A, B, or NR (No response). Move to the next item within the same task.

Alternate MCA Sample Task
Grade 3 Reading
Item 1.2

Test Administrator Instructions
Present item R3_1.2 located in the Presentation Pages. Read the text aloud and point to each answer option as you read.

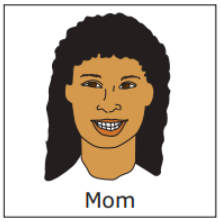
Who puts the cookies in the oven?

A.



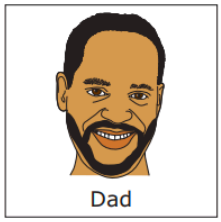
Mike

B.



Mom

C.



Dad

Recording Student Responses
Record the student's response as A, B, C, or NR (No response). Move to the next item within the same task.

Alternate MCA Sample Task
Grade 3 Reading
Item 1.3

Test Administrator Instructions
Present item R3_1.3 located in the Presentation Pages. Read the text aloud and point to each answer option as you read.

What does the family cheer about?

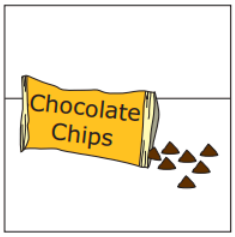
A.

They love to bake.

B.

They find the mixing bowl.

C.



They taste the chocolate chips.

Recording Student Responses
Record the student's response as A, B, C, or NR (No response). Move to the next task.

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